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ABSTRACT

Designed to provide students and teachers with opportunities to investigate the social, cultural, and historical traits of Japan, this study unit can be adapted to the needs of any group within the social studies curriculum (grades 4-12). An overview and outline on Japan covers the areas of geography, population, history, unique features (e.g., the people, food specialities, sports, and the arts). A suggested list of things about Japan to be learned and understood by students in grades 3-5, and a list of attitudes and values to be gained from the unit on Japan are given. Specific study skills, map and globe skills, and observation and learning skills that can be achieved are enumerated. A group of 53 developmental activities, primarily for grades 3-5 is listed. Several different aspects of Japanese culture are briefly discussed (e.g., Emperor Hirohito, the samurai, the geisha, Shinto, Zen, the home). A section of Japanese words, numbers, phrases, a pronunciation guide, a map of Japan and a multi-format final examination conclude the study unit. (PPB)

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OUR COMMON HOME: EARTH

JAPAN

(A CULTURE STUDY UNIT)

Richard Peters, Ed.D.
GLOBAL HORIZONS

U.S. DEPARTMENT OF EDUCATION
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ABOUT THE AUTHOR

Dr. Richard Peters is the founder of GLOBAL HORIZONS: THE CENTER FOR APPLIED ECO/SOCIAL STUDIES (1981), and has directed the development of the Humans/Environment Learning Program (HELP).

Dr. Peters is experienced in the social studies as a: 1) classroom teacher (5-12); 2) department chairman (9-12); 3) K-12 district-wide curriculum coordinator; and 4) K-12 teacher inservice training supervisor. He is currently Assistant Professor/Social Studies Education at The University of Maine/Presque Isle.

Dr. Peters is a member of the National Council for the Social Studies (NCSS) and is currently a member of the NCSS TEACHER EDUCATION COMMITTEE. He is also a member of Delta Tau Kappa, Alpha Kappa Delta, and Phi Delta Kappa. In 1971, he was a Meritorious Teacher (National Council for Geographic Education).

Dr. Peters has been the recipient of Fulbright-Hays Seminars Abroad grants to study culture/history in INDIA (1982) and SOUTH KOREA (1989).

Dr. Peters has been published in national periodicals, by the ERIC system, and by Christopher Lee Publications since 1971.

Dr. Peters is a past member of several NCSS national advisory committees; namely, CURRICULUM, INSTRUCTIONAL MEDIA, RURAL SOCIAL STUDIES EDUCATION, and INTERNATIONAL ACTIVITIES.

INTRODUCTION

OUR COMMON HOME: EARTH culture study units are designed to provide students and teachers with opportunities to investigate the traits of diverse global communities.

This unit can be adapted to the abilities/interests/needs of any/all ability groups within the social studies curriculum (grades 4 - 12). A variety of activities are provided to enable students to experience learning at the cognitive/affective/motor skills levels of concepts/content/skills acquisition.

In turn, activities provide for the application/reinforcement/refinement of acquired concepts/content/skills - in both classroom and field-based environments.

Overview

Japan, a small country made up of islands which form a long and narrow arc stretching for about 1,500 miles off the coast of northeastern Asia, is a beautiful place where East and West meet. Its central island, Honshu, is the largest of the four main islands with 87,293 square miles. Two smaller islands, Shikoku (7,246 square miles) and Kyushu (16,240 square miles), lie south of it; the fourth, Hokkaido (30,307 square miles), lies to the north.

About half as large as the United Kingdom, or about the size of the state of Montana in the United States, Japan is a mountainous country with high and rugged peaks running from the northern tip of Hokkaido to the southern tip of Kyushu. The mountains, many of which are volcanoes, give striking beauty to the landscape. One of the most famous is Mount Fuji (Fujiyama), celebrated by poets and artists for centuries. Its altitude is 12,389 feet.

The chief occupations of Japan are fishing, agriculture, silk, tea, pearl farming, steel, and coal. They are very important to its economy.

Tokyo, the capital of Japan, is famous for its restaurants, night spots, shopping center, and entertainment districts. Because of this, it has attracted many tourists.

Japan has an ancient history, beginning with a well-organized kingdom, the House of Yamato, which asserted its supremacy over all the villages. Other events included the introduction of Buddhism in 538 A.D., the arrival of the Portuguese and the Jesuits, the arrival of Commodore Matthew Perry in 1859, and the role Japan played in World War II.

As a result of studying Japan, the students will develop a greater understanding and knowledge of its colorful and exciting past and its cultures.

Outline on Japan

I. Geography

A. Location

1. East of Korea
   a. Between 50th and 30th latitude N
   b. Between 130°E and 150°E

2. In Eastern Asia
   a. Bounded and/or separated by:

      1) East China Sea to the south
      2) Strait of Korea to the southwest
      3) Sea of Japan to the west
      4) Pacific Ocean to the east
      5) Kurile Islands to the north

B. Size and Shape

1. Approximately the size of Montana or California

2. Approximately half the size of the United Kingdom

3. Long and narrow arc

4. Approximately 1,500 miles off the coast of northeastern Asia

C. Surface Features

1. Coastal areas
   a. Osaka on Honshu
   b. Kobe on Honshu
   c. Tokyo on Honshu
   d. Yokohama on Honshu
   e. Nagasaki on Kyushu

2. Mountain areas
   a. Sapporu on Hokkaido
   b. Mt. Fuji on Honshu
   c. Kyushu

3. Plain areas
   a. South plains of Honshu
   b. Northern plains of Hokkaido
   c. Kyushu

d. Shikoku

D. Regions

1. Hokkaido - 30,307 square miles
   a. coal
   b. electric power
   c. some mineral resources
   d. some rice
   e. beans
   f. hay
   g. oats
   h. wheat
   i. potatoes

2. Honshu - 87,293 square miles
   a. rice - on southern plains
   b. tea - southern Honshu
   c. pearl farms
   d. fishing
   e. vegetables
   f. wheat
   g. barley
   h. oats
   i. soybeans
   j. mulberry trees

3. Kyushu - 16,240 square miles
   a. orange trees
   b. coal
   c. fishing

4. Shikoku - 7,246 square miles
   a. fishing

E. Climate

1. North
   a. humid continental
   b. mild winter

2. East
   a. warm and moderate coast climate

3. West
   a. mountain climate

4. South
   a. humid subtropical

II. Population

A. Approximately 100 million inhabitants

B. Population centers

1. Tokyo

2. Yokohama

3. Nagoya

4. Osaka - Kobe - Kyoto

5. Northeast coast of Kyushu

6. Tourist centers
   a. Nikko
   b. Kamakura

C. Hokkaido has a low population

D. The plains of all four islands

III. History

A. Ainu - earliest inhabitants who lived on the island of Hokkaido for approximately thousands of years and worshipped nature.

B. Introduction of Buddhism in 6th Century A.D.

C. Kyoto and Nara become capitals in 8th Century A.D.

D. Long feudal period is established in 12th Century A.D.

1. Shogun - military leader

2. Daimyos - landowners

3. Samurai - soldiers

4. Peasants - small landowners

5. Untouchables

E. Arrival of the first Europeans, the Portuguese, in 16th Century A.D.

F. Arrival of Saint Frances Xavier and Jesuit missionaries

1. Educating the Japanese

2. Conversion to Christianity

G. Tokyo (Edo, or Yedo c/o "Shogun") becomes the capital

1. Tokugawa Period

2. The doors become closed to the outside world

H. Arrival of Commodore Matthew Perry

I. Japan opens its doors to trade with the outside world

J. Meiji Restoration

K. WWI

L. WWII

M. Osaka host to Expo '70

N. Japan host to 1972 Winter Olympic Games

IV. Unique Features

A. The people

1. Polite

2. Patient

3. Industrious

4. Energetic

B. Fashion Center

C. Industrial Center

D. Food specialties

1. Rice

2. Tea

3. Sukiyaki

4. Fish

E. Intellectual Center

1. Films

2. Literature
   a. Lady Murasaki Shikibu - Tale of Genji
   b. Haiku - contains 3 lines and 17 syllables

3. Drama
   a. Noh
   b. Kabuki
   c. Bunraku puppet drama

4. Music
   a. samisen
   b. koto
   c. Gagaku - ancient form of music

5. Art
   a. Japanese tea ceremony
   b. wood-block prints
   c. hand-made dolls
   d. silk brocades
   e. pottery
   f. cloisonne - metal enamel craft

6. Entertainment
   a. festivals
   b. temple ceremonies
   c. night clubs
   d. geisha

7. Sports
   a. martial arts (karate, judo, ju-jitsu)
   b. kendo (fencing with wooden staves)
   c. sumo wrestling
   d. baseball
   e. skiing

V. Japan, a place where East and West meet, is famous for its art because it illustrates most of its colorful and exciting past. It became more popular when it was host to Expo '70. It became more industrialized after the Meiji Restoration; feudalism died out after the end of World War II. Two popular tourist districts are Nikko and Kamakura. Japan's former capitals, Kyoto and Nara, are the "keepers" of her past. In the early 11th Century, Lady Murasaki Shikibu was known for her great piece of work, The Tale of Genji. This was Japan's first great novel.

Japan

Grades 3 - 5

Understandings

1. Japan is a country made up of islands which form a long and narrow arc for about 1,500 miles off the coast of northeastern Asia.

2. Japan is about half as large as the United Kingdom, or about the size of the states of Montana and California.

3. One of the most famous volcanoes of Japan is Mount Fuji whose altitude is 12,389 feet.

4. Japan led a hermit-like existence until the arrival of Commodore Matthew Perry and the restoration of Emperor Mutsohito (Meiji) opened the ports to trade with the outside world.

5. The chief occupations of Japan are agriculture, tea, silk, pearl farming, fishing, steel, and coal.

6. Buddhism, introduced in 538 A.D., is the main religion of Japan.

7. Tokyo, the capital of Japan, has many restaurants, shopping centers, night spots, and entertainment districts.

8. The geisha is a world famous and popular form of entertainment in Japan.

Attitudes and Values to Be Gained from the Unit on Japan

1. Acquainting children with Japan and its people will help them fully understand things about them. (Appreciation)

2. The children will know that the language is different from the English language because there is no "th" or "l" in the words. (Appreciation)

3. The children will know that they write differently. (Appreciation)

4. The children will appreciate nature. (Appreciation)

5. The children will know that the Japanese eat a variety of fish and vegetables; not just rice and wine. (Appreciation)

6. Many children think of the Japanese as one who is a black belt karate expert. As they learn more about the other unique features of the country, they will know that there is more to the Japanese. (Value)

7. For the above average student, the learning of the characteristics of Buddhism, Zen, and Shinto provide a deeper understanding of the Japanese. (Appreciation)

8. The children will know that in earlier times, karate was practiced in secret. (Appreciation)

9. The children will know that karate was used as a means of protection and not as a means of aggression. (Appreciation and Attitude)

10. The children will realize that their customs are just as different to the Japanese children as theirs are to them. (Appreciation)

11. Children are exposed to prejudice at a very early age. In the past, there was much prejudice and discrimination toward the Japanese because of their color, race, language, and customs; more of this was felt during World War II. Many children do not know what it is like to be rejected for being racially different until they put themselves in that other person's place. (Value)

12. Art and music are indicators of the Japanese. Because children enjoy art and are eager to experiment with as well as try new techniques, they will appreciate fully some of the aspects of Japanese culture. (Appreciation)

13. By exposing children to the beauty of Japan through films and other materials, the implications of the unit are intensified. (Appreciation)

14. Japanese children are quite disciplined and know what is expected of them from their families and their teachers. Self-control is acquired from early age and perfected in their adolescence and early childhood. It is necessary that young children acquire self-control; every teacher should teach her pupils self-control. Without it, nothing is accomplished. By seeing how Japanese children behave, they will fully understand the standards by which the Japanese live. Setting up standards of behavior in a classroom setting is a consistent approach to classroom control. (Value)

15. Another one of the unique characteristics of Japanese children is courtesy, which, too, is acquired at an early age.

16. The children will also learn that patience is a virtue; the Japanese children learn this, too, at an early age along with self-control.

Skills

Specific Study Skills

1. Using the dictionary.
2. Using the encyclopedia.
3. Using the index of a book.
4. Learning to read the legend on a map.
5. Learning to take notes on material read.
6. Learning to write a summary.
7. Learning to identify main points.
8. Learning to locate information and compile a bibliography.

Map and Globe Skills

1. Describes size and shape of mountains, rivers, streams. (Grades 2-3)
2. Compares size of states, continents, oceans, land, hemispheres, regions, countries. (Grades 4-6)
3. Uses cardinal directions in city and country. (Grades 4-5)
4. Uses intermediate directions (southeast, southwest, northeast, northwest) (Grades 4-5)
5. Constructs simple maps, properly oriented. (Grades 4-5)
6. Locates countries known to students on world map. (Grades 2-3)
7. Locates place via longitude and latitude. (Grades 4-5)
8. Locates equator, tropics, circles, continents, oceans, large islands. (Grades 4-5)
9. Uses atlas to locate place. (Grades 4-5)
10. Locates several state boundaries, principle rivers, coastal cities, peninsulas, capes, climatic areas, poles, cities, regions, rainfall areas, straits, windbelts. (Grades 4-6)
11. Compares population, rainfall, crops in different places studied. (Grades 4-5)
12. Identifies distortions in different map projections: Globe, Historical map, relief, polar-centered. (Grades 4-5)
13. Synthesizes and Conceptualizes: Continent, country, North Pole, South Pole, ocean, sea, globe, road, bridge, hill, mountain, north, south, east, west, up, down, left, right, city, capital, equator, great circle route, low, middle, high latitudes, hills, plain, valley, northwest, northeast, southwest, southeast, dam, hemisphere, region, delta, oasis, province, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, latitude-longitude, degree, elevation, relief, canyon, plateau, coastline, harbor, canal, bay, altitude, revolution, peninsula, isthmus, cape, gulf, strait, rapids, swamp, mesa, upland, lowland, reef, watershed, mountain range, precipitation, vegetation. (Grades 1-6)

14. Generalizes or deduces generalizations about the earth, maps, globes, seasons, climate, and human activities such as: a) the sun may be used to determine direction, b) a wall map does not change true direction, c) the earth spins in space, d) the earth's rotation causes day and night, e) it is hottest near the equator, f) a map is really a diagram, g) flat maps distort, h) climate becomes colder as we go toward the poles. (Grades 4-5)
15. A hemisphere is half of the earth. (Grades 4-5)
16. Latitude and longitude are related to temperature and time. (Grades 6)
17. Oceans influence the weather on continents. (Grade 6)
18. Mountains influence rainfall. (Grade 6)
19. Identifies pictorial symbols such as dots, lines, colors. (Grade 4-5)
20. Sees relationships suggested by data. (Grade 3-5)
21. Recognizes symbols for mountains equator, railroads, state boundaries, largest city, capital city, rivers, population, rainfall. (Grade 4-5)
22. Makes maps to show physical features, political boundaries, and so forth with the use of colors. (Grades 4-5)

Observing and Listening Skills

1. Notes supporting details and evidence. (Grades 4-5)
2. Observes and listens with a purpose. (Grades K-1. May be used in the intermediate grades.)
3. Identifies main ideas. (The same as #2)
4. Follows directions. (The same as #2)
5. Identifies sequence of ideas. (The same as #2)
6. Takes notes while continuing to observe and listen. (The same as #2)
7. Distinguishes amont types of observations and heard sources. (The same as #2. Grades 4-5)
8. Recognizes advantages and disadvantages of each type of source. (Grades 4-5)
9. Selects main ideas and supporting facts. (Grades 4-5)
10. Writes a summary of main points. (Grades 4-5)
11. Notes reference source. (Grades 4-5)
12. Identifies bias. (Grades 4-5)
13. Distinguishes facts from value statements. (Grades 4-5)
14. Identifies techniques used to persuade or convince. (Grades 4-5)
15. Appropriate use of language. (Grades 4-5)
16. Appeals to emotion. (Grades 4-5)
17. Consistency. (Grades 4-5)
18. Logic. (Grades 7-8. May be used in intermediate grades)

Introductory Activities

1. On the first day of class, ask the children what comes to their mind when someone mentions the country of Japan. They may want to tell the class about a friend or relative who lives there. (For the average and above average student in grades 3-5)

2. Tell the students what Japan is. Write the names of the four major islands: Hokkaido, Honshu, Kyushu, Shikoku. Write the pronunciation of each name beside it. Point to the names written on the chalkboard and have the students pronounce them after you. (For all students in grades 3-5)

3. Have the students bring in some things from Japan such as paper fans, dolls, or costumes. Maybe the teacher could bring in some things and give a brief presentation to the class. (For all students in Grades 3-5)

4. Talk about the flag and how it became national. Also talk about the original name of the country and how it became Japan. (Above average students in grades 4-5)

Developmental Activities

1. With a large map, point out Japan and its major cities. Briefly explain the meanings of the symbols and dots. Then talk about its other features. (For all students in grades 3-5)

2. With a large map and a globe, review briefly north, south, east, west before beginning work with northwest, northeast, southwest, southeast. (For average and above average students in grades 3-5)

3. For the slow learner, show him directions on a globe or large map. Hint: The sun rises in the east and sets in the west. It is cold in the north. Countries like Mexico or states like Florida are warm because of their location.

4. Write the words latitude and longitude on the chalkboard and have the students repeat them after you. Tell the definitions and point them out on a globe or large map. (For average and above average students in grades 4-5)
5. Bring in several types of maps such as population maps, political maps, polar maps. (For average and above average students in grade 4-5)

6. With a large map or globe, have the students know the difference between an island and a continent. (For average and above average students in grades 4-5)

7. Using a large map, globe, and the chalkboard, write the words island, continent, volcano, earthquake, typhoon. After the students hear the definitions, point out the countries whose mountains are volcanoes, which countries have earthquakes, typhoons. Using both the globe and map, locate the volcanoes and their names. (Grades 4-5)

8. With a globe, ask children to select a line of latitude and follow it around the globe to see how many places they can locate on that line. (For all students in grades 3-5)

9. Using a globe or a large map, briefly review latitude and longitude then have the students locate cities and compute both latitude and longitude. (For the above average student in grades 4-5)

10. With a globe, select a line of longitude and have the students follow it, seeing how many places they can locate on that line. (For the above average students in grades 4-5)

11. With a globe and large map, locate the equator, Tropic of Cancer, Tropic of Capricorn, 0°latitude and longitude, Prime Meridian, International Date Line. (For average and above average students in grades 4-5)

12. For the slow learner, show him latitude and longitude by using yarn; red for latitude and green for longitude. With a larg blue disk; a paper plate or construction paper would do, place the red strings on the disk in a horizontal fashion. Once the concept of latitude is established, remove the red strings and place the green strings on the disk in a vertical fashion.

13. Talk about life in Japan before the arrival of Commodore Perry and the Meiji Restoration. (For average and above average students in grades 4-5)

14. Talk about the government structure at that period of time. The students may not understand so try to use words which can be understood. (For above average students in grade 5)

15. Talk about the caste system. Write the words shogun, samurai, daimyo, eta, bushido on the chalkboard. Explain the meanings of each and their relationship. (For the above average students in grade 5)

16. Show filmstrip "Civilizations of the East". (For the above average students in grade 5)

17. Talk about the Ainu, the earliest inhabitants. (For the above average students in grade 5)

18. Talk about the first Europeans in Japan; the Portuguese and Jesuits, the Dutch traders. (For the above average students in grade 5)

19. Talk about Commodore Matthew Perry and Emperor Meiji. You might tell the students what they did to change Japan. (For the average and above average students in grade 5)

20. For the slow learner, you might help him find out who both men were and two or three things they did to help modernize Japan. Use words which are familiar to him.

21. Talk a little bit about prejudice and discrimination. The students may not know these words and their meanings so it would be necessary to write them on the chalkboard. (For the average and above students of grades 3-5)

22. Talk about the Pearl Harbor episode and the dropping of the atom bomb on Hiroshima. (For all students in grades 4-5) Use words that are familiar.

23. Talk about the new form of government under Allied occupation. Write the words Allied powers, Diet, oligarchy on the chalkboard. The students may want to know a little about the structure of the government. (For average and above students in grades 4-5)

24. Briefly talk about Emperor Hirohito. (For all the students in grades 3-5)

25. For the above average students, talk about the role women played years ago and how it changed after World War II ended. (Grade 5)

26. To have the students gain a better understanding of the country, talk about the four principle islands and their characteristics. (For all students in grades 3-5)

27. Talk about the chief industries and occupations of Japan and their importance to the economy. (For all students in grades 3-5)

28. Talk about the climates of the country. (For all students in grades 3-5)

29. Show the sound filmstrip "Four Families of Japan". (For all students in grades 3-5)

30. After the filmstrip, discuss family life in Japan and ask the students to compare and contrast Japanese family life and American family life. (For all students in grades 3-5)

31. For the slow learner, you could ask him what things the family does in Japan are similar to the things his family does.

32. Talk about the children of Japan; what they do for fun, their education, what is expected of them from their families and teachers. (For all the students in grades 3-5)

33. For the average or above students, talk about Shinto and Buddhism and their origins. The above average students may want to do research about the characteristics of each religion. (Grade 5)

34. Show the filmstrip "The Buddhist World". (For the above average students in grade 5)

35. With the brochure from the Consulate General, talk about the educational system of Japan and compare and contrast it with our education system. For the slow learner, have him tell what he likes about the Japanese education system. (For all students in grades 4-5)

36. Using the National Geographic magazines as a source of information, talk about the cuisine of Japan. Write the word cuisine on the chalkboard. (For all students in grades 3-5)

37. Talk about the landmarks of Japan, especially the Great Buddha of Kamakura and the volcano Fujiyama. With the large map and globe, locate Kamakura and Fujiyama and stress their importance. Talk about some of the temples. You might draw a temple on the chalkboard. Write the word torii on the board and explain its uniqueness. (For the above average students in grade 5)

38. For all the students in grades 3-5, select a story to read. Have them sit in a circle around you as you read the story aloud. An excellent book to read from is Highlights for Children.

39. Children like holidays, so, again using the National Geographic magazines, talk about some of the holidays of Japan. Elaborate on New Year's Day. (For all students in grades 3-5)

40. Using the National Geographic magazines, talk about theatre and drama in Japan. You might want to tell what is important about Kabuki. (For the above average student in grades 4-5)

41. Have the students bring in old magazines to start a collage. (For all students in grades 3-5)

42. Talk about art and poetry in Japan. Show the sound filmstrip "Art and Religion in Everyday Life".

43. Talk a little bit more about the poetry of Japan, briefly elaborating on haiku. This would be a great activity for the slow learner because it would develop his language skills and give him a chance to be creative. (For all students in grades 4-5)

44. With a small Japanese dictionary, talk about the language and calligraphy. This would be ideal for the above average student who is interested in learning more about the Japanese. (For the above average student in grades 4-5)

45. Another activity for the above average student in grades 4-5 is the learning of some Japanese words, expressions, and phrases.

46. With music books and proper musical instruments, have the students sing the song "Cherry Blooms". This song is sung with a dance which is done during the festivals celebrating the cherry blossum season. (For all students in grades 3-5)

47. With proper materials, start a bulletin board. Have the students cut out Japanese things such as temples, landmarks, chopsticks, and kinds of food out of brightly colored construction paper. (For all students in grades 3-5)

48. Using posters or drawings, talk about the popular sports of Japan. Some children may know a little bit about karate or other traditional sports so try not to let them get out of hand with their knowledge which could result in discipline problems. Briefly elaborate on each of the sports and stress that they were used for self-defense only. (for all students in grades 3-5)

49. If the CBS Children's Film Festival is showing the movie "The Year of the Gentle Tiger", have the students view it to find out what life in the United States is like to a young Japanese boy. You might point out that young Ken is a judo student whose values clash with the values of his peers. (For all students in grade 5)

50. For the above average student in grade 5, talk about the geisha and its importance in Japan.

51.*52. Bring in some Japanese dolls or dress up some dolls in Japanese costumes. Then talk about the costumes. (For all the students in grades 3-5)

53. With all the Japanese things gathered or collected, start an exhibit. Place the dolls on a shelf or a table draped in red. (For all the students in grades 3-5)

History of Japan

During the first three or four centuries A.D., a well-organized kingdom, ruled by the House of Yamato, asserted its supremacy over all the villages. At the end of the fourth century, Japan had established contact with China and Korea. These countries became the sources from which Japan derived its crafts, arts, religion, and learning. In 710 A.D., Nara became the first permanent capital of Japan. The strong imprint of Chinese culture can be seen at this city which was inspired by the great T'ang Chinese capital city of H'sian. In 794 A.D., the establishment of a new capital at Kyoto marked the beginning of the Heian Period. This was one of the great periods of artistic development. The capital was established at Kyoto in an effort to improve the government by separating it from the Buddhist influence at Nara.

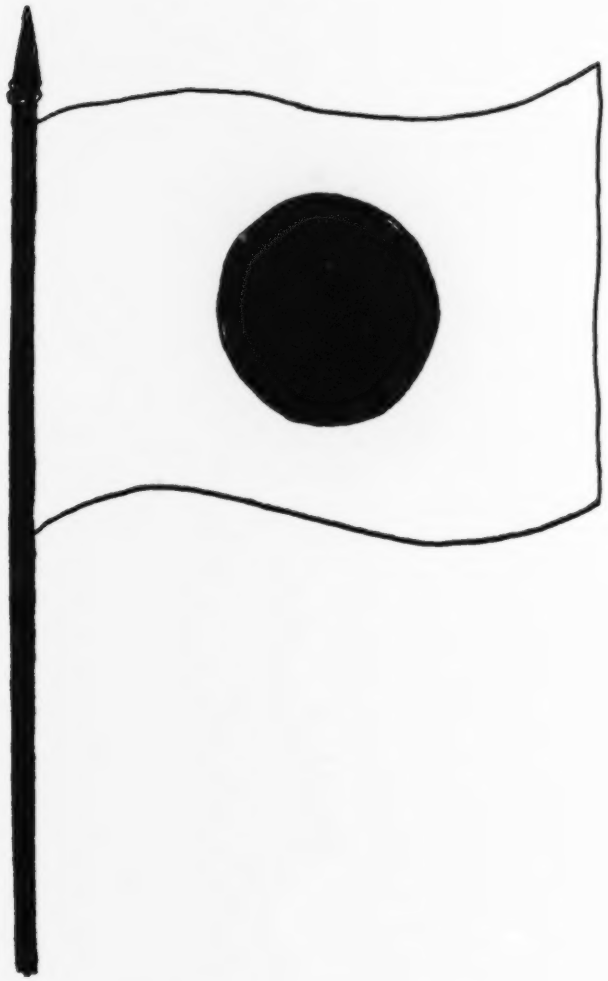
In 1185 A.D., a long feudal period was established when the Minamoto clan gained control of the government. With it came the upper and lower classes with their rigid codes. In 1603 A.D., Tokyo (Edo) became the capital. This was the beginning of the Tokugawa Period. A ban was placed on exit of Japanese from, and entry of foreigners into, Japan. A limited of number of Dutch and Chinese traders were allowed into Japan. In 1853 the arrival of Commodore Perry and the establishment of a treaty opened the doors to trade with the United States.

After the Emperor Meiji was restored to the Imperial Throne, a modern period of development began in 1867. Germany and other Western nations were the sources for learning science and technology.

In 1870 the flag was adopted as a symbol of the mythical origin of the Japanese people from the Sun Goddess in "The Land of the Rising Sun". Japan was originally named "Nippon" by the Chinese, and that was where its nickname was derived.

After World War II and the Allied Occupation by the United States with the late General Douglas MacArthur in charge, Japan underwent important political and social reforms. A new democratic constitution with a bill of rights, a system of checks and balances, and voting rights for men and women was set up. The Emperor is the symbol of the new democratic nation. The nation is governed by the Diet which is made up of two houses called the House of Representatives and the House of Councilors. There is a Cabinent headed by the Prime Minister, chosen by the Diet from its membership.

Japan is divided into forty-six local districts called prefectures: one do (Hokkaido), one to (Tokyo), two fu (Osaka and Kyoto), and forty-two ken. Each has a governor and a legislative assembly. Within these districts, chief executives, mayors, and village heads are elected by direct vote by the people.



Flag of Japan

Emperor Hirohito

Emperor Hirohito is the 124th Emperor in the Japanese Imperial Family line which dates back many centuries without an interruption. Born in 1901, he did not rule Japan until 1926 when Emperor Yoshihito died.

Under the Constition of Japan, the Emperor is "the symbol of the State and of the unity of the people, deriving his position from the will of the people with whom resides sovereign power." His state duties, performed only with the advice and approval of the Cabinet of the Japanese Government, are: a) the formal announcement of laws and treaties, b) official opening of the National Diet sessions, c) formal attestation of the appointment of Cabinet ministers, d) the awarding of honors.

The Emperor and Empress Nagako have six children.

His birthday, on April 29, is celebrated as a national holiday.

The Emperor spends his spare time doing research in marine biology or working on his painting. The Emperor is a talented artist of Japanese-style painting.

The Ainu

The Ainu were the earliest inhabitants of Japan. They had lived there for thousands of years and entered Japan from the north at roughly the same time as the people of the Yayoi culture, the "Japanese" moved up from the south. They lived on the island of Hokkaido. A few thousands of the Ainu people still remain there.

Radically different from the Japanese, they pose a great perplexing problem for the anthropologists. Their characteristics are a lighter complexion and a heavier beard. They are assumed to be a Caucasoid-like people. The word "Ainu"(EYE-noo) means "man".

Their main occupations were hunting, fishing, and worshiping of nature. Like the Finns, the Ainu have a bear cult. The bears signify a resting-place for human souls and the death of a bear is marked by a feast, as it liberates a human spirit. They have no written language of their own.

The government tried to aid the Ainu by assimilating them. Now there are many Ainu who hold laborer's jobs. They still are clustered together in their villages; people, mostly tourists from other parts of Japan stare at them and their customs.

In spite of their situation, the Ainu would like to be assimilated or recognized as equal citizens.

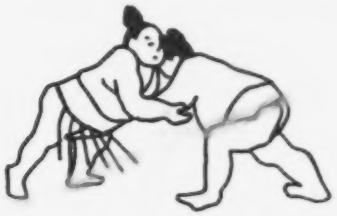
The Samurai

The samurai was a feudal warrior, or soldier, of the highest class. If a man wanted to be Shogun, he had to be in this class. He lived by a code of honor called "bushido". He was not allowed to marry out of his own class; his marriage was arranged by his family. He swore allegiance to his lord and had to be given permission to committ ritual suicide called seppuko. Sometimes, he even died for his lord and became a hero. If he disgraced his lord, he was allowed to committ seppuko or he was killed. If he did great deeds, he was promoted to a higher rank or given a larger amount of land. He could have as many mistresses as he desired but if his wife had a lover or were caught with that lover in the same room alone, he was allowed to do away with her and her lover. He could divorce and remarry. His wife had to serve him and his family faithfully for the rest of her life.

Traditional Sports

Sumo

Sumo is a form of wrestling where a wrestler wins if he forces his opponent to the ground or out of the ring.



Ju-jitsu

Ju-jitsu is a form of self-defense where a person uses quick action, strength, and weight against his opponent to often maim or cripple him.

Judo

Judo is a form of self-defense where a person uses quick action rather than physical strength or size to force his opponent down. The opponent's own weight and strength are used against him in these principles of movement, balance, and leverage.

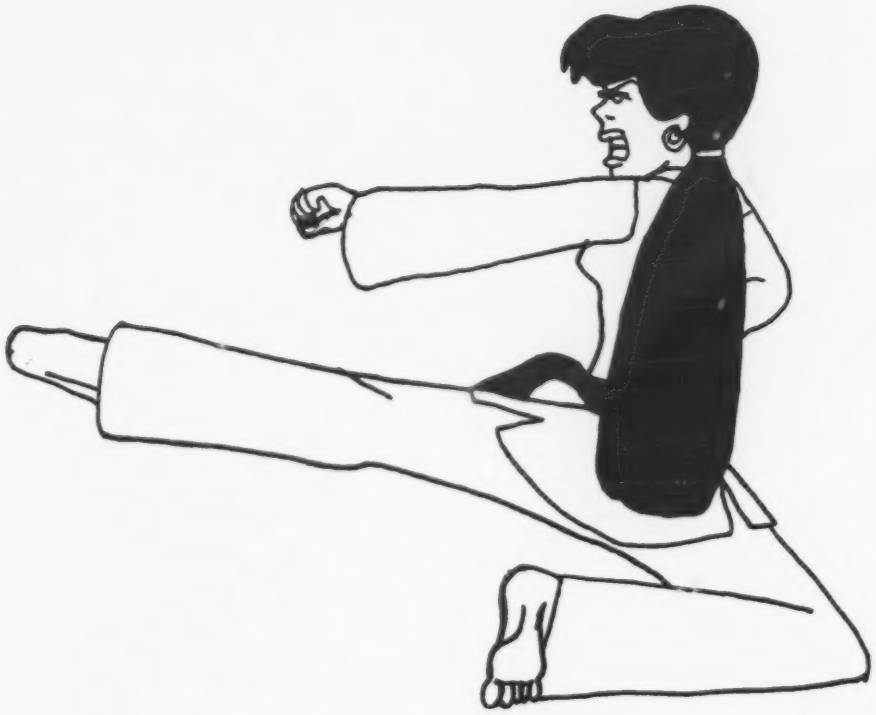
Kendo

Kendo is Japan's traditional form of fencing in which split bamboo poles are used rather than fencing swords or foils. These bamboo poles are bound by leather strips.

Karate

Karate is a system of self-defense characterized by punches, open-hand blows and foot blows. There are many systems of karate but there is no one best system. A variety of punches, kicks, blocks, and open-hand blows are used. Belt ranks differ but the two systems which I studied had approximately eight or nine levels to be completed before advancing to black belt.

Many years ago karate was practiced in secret. It was forbidden for the peasants to use karate against armed samurai.



The Samisen

The samisen is a three-stringed rectangular banjo. Its neck is rather longer than that of the banjo. The sound board, covered with catskin on the face and covered with dogskin on the back, is smaller. Its three silk strings are plucked with an ivory pick.

The Koto

The koto, a thirteen-stringed instrument, is slightly curved. It is also zither-like, about six feet long, and made of hollow wood. It was imported from China 1,300 years ago. To pluck the strings, one must wear picks on all five fingers.

The Geisha

The geisha, a world famous and popular entertainer, is a symbol of old Japan. The word "geisha" means "art person" but it is an art which is understood by few foreigners.

The forerunners of the geisha were the shirabyoshi. The shirabyoshi were 12th Century troubadours who dressed in white and traveled from town to town, giving dramatic performances. By the mid-1500's, they were banished because they became quite disreputable.

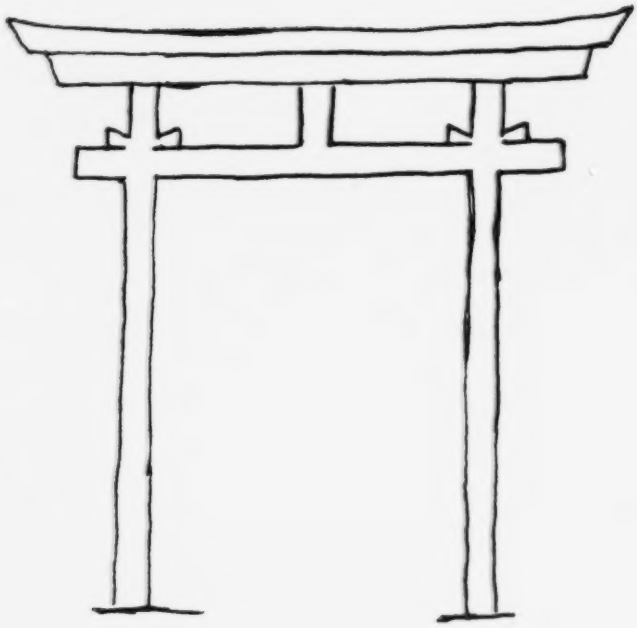
The typical geisha was from a poor family or she was the offspring of another geisha and her lover. She was sold into apprenticeship at the age of five or six. In the 1600's they placed more emphasis on singing and dancing. This was a long stride forward to their present image. Their selection and training reached a degree of standardization from 1868 to 1945. Their intelligent conversation enabled them to meet men of the highest nobility. Those who achieved a high status could marry into the nobility.

The geisha had five years of education and training. Her later years were spent in developing an ability in intelligent conversation. Singing, dancing, and instrumental music were essential. She lived in the geisha house and was given a free wardrobe of kimonos and sashes. In return for this, she paid half of her salary to her mistress who would supply her with more kimonos and sashes. She had to be eighteen years old to be a full-fledged geisha. Nowadays the geisha is an independent businesswoman. Her costume consisted of three kimonos, eleven sashes, and a pair of slipper socks.

Geisha

The Great Buddha
of
Kamakura

The Great Buddha, or Daibutsu, was built in Kamakura over 700 years ago. The giant bronze figure, forty-two feet six inches high, stands in the open facing a tree-lined avenue. Nearby the statue stands the Engakiyi Temple, one of Kamakura's five Zen temples, with its miniature quartz temple containing what is claimed to be one of Buddha's teeth.



Torii

Shinto

Shinto is the worship of many gods especially the gods of nature and the gods of the household.

Zen

Zen Buddhism is a system of meditation that demands the pupil study himself, master himself, and find his own place in the spiritual universe by his own efforts. Zen masters teach that a seeker can find the eternal in the simplest finite detail. Zen Buddhism inspired Zen art and landscape painting which became very popular because it put viewers in tune with nature and it created a feeling of peacefulness and a sudden understanding of life.

Kabuki

Kabuki, a dramatic blend of stylized song and dance, is thought to have originated when a Shinto priestess gave a series of impromptu dances to raise funds for a Kyoto shrine in 1603. Her performance inspired others, and a new form of theatre came into being. Female players were later banned. Today all parts are played by men, some of whom specialize in female roles.

The Home

Most of the houses in Japan are still built in the same general style as they were centuries ago. The walls are unpainted wood and plaster made of mud and straw. The roofs are of thatch and tile. Some of its walling is built of light movable panels framed with wood, often with heavy translucent paper within the wooden frame. These panels can be slid open during the day to allow air and sunlight into the house. They are also used to partition larger interior rooms. Houses are usually oriented with the convertible side facing southward. They can be opened up to the monsoon during the summer and also make the most of the sunshine in the winter.

The interior of the house has very little furniture. The floor is covered with a matting called **tatami** made of a special reed. It is soft, cuts easily, and is difficult to clean except with a vacuum cleaner.

The tatami floor serves very well for sitting and sleeping. Square, flat cushions are put on the floor beside a low wood or laquered table for eating or drinking tea. At night thick comforters, or futon, are taken out of storage and spread out on the floor to make beds. The hibachi, a round iron pot, is used as a furnace and a cooking implement. It is placed in a pit in the middle of the room.

The bathtubs are deep wooden or metal with charcoal fires underneath.

In one corner of the main room is the alcove, or tokonoma. On a raised platform is a flower arrangement, carving or other art object displayed beneath a long hanging scroll picture.

New Year's Day

Though New Year's Day falls on the first of January, it is a three-day holiday in Japan. The great bell rings on December 31st; the people go to the markets to select vegetables to be cooked ahead. Everyone puts on kimonos and children join and share in the saki toasts. The families visit the Shinto centers to offer rice cakes to the Shinto gods. The celebrants buy fortunes written on white paper in black ink and tie them to bare-branched trees.

Children's Day

On May 5th, Children's Day, families deck the skies with cloth or paper streamers shaped like carp, one for each of their sons. The bigger the streamer, the older the son. The carp, because of its prowess in swimming upstream, symbolizes strength and determination - qualities Japanese youths are urged to emulate.

The young girls dress up in kimonos and show one another their doll collections.

The Dolls' Festival

The Dolls' Festival (or Peach Blossum Festival), on March 3, reminds small girls that they must be as peaceful and gentle as peach blossums. Ceremonial dolls that have been handed down from one generation to another are displayed on shelves draped in red. There are dolls representing the emperor and empress and court ladies and courtiers of ancient times. Most of the dolls are family treasures, but each girl has two of her own that she takes with her to her husband's home when she is married.

Definitions

1. earthquake - a shaking of or trembling of the earth that is tectonic or volcanic in origin.

2. island - a tract of land smaller than a continent and surrounded by water.

3. typhoon - a tropical cyclone occurring in the region of the Philippines or the China Sea.

4. volcano - a vent in the earth's crust from which molten rock and steam are ejected.

5. lava - liquid rock that issues from a volcano or from a fissure in the earth's surface.

Japanese Words

Bushido - code of honor which is used by the nobles and samurai

Cha - green tea

Diabutsu - Great Buddha; especially the one at Kamakura.

Diamyo - feudal landowner

Eta - lowest class; untouchables

Futon - thick comforter worn at night

Geisha - art person; popular female entertainer

Geta - wooden clogs

Hibachi - round iron pot

Kimono - cotton robe with long, wide sleeves

Obi - sash worn with the kimono

Ronin - unemployed samurai

Ninja - a secret group of assassins

Saki - rice wine

Samurai - feudal warrior; soldier, highest class in feudal Japan

Seppuko - ritual suicide

Ryokan - Japanese inn

Shogun - military leader

Sukiyaki - a beef and vegetable mixture cooked in an open skillet at the table

Tabi - slipper sock with a thong separating the large toe from the other toes

Tatami - matting made of reed

Tokonoma - alcove of a Japanese house

Torii - giant Shinto gateway

Yukata - thin cotton kimono worn in the summer

Zori - flat wedges; traditional Japanese shoes

Say It in Japanese

ichi - one
ni - two
san - three
shi - four
go - five
roku - six
shichi - seven
hachi - eight
ku - nine
ju - ten
ju-ichi - eleven
ju-ni - twelve
ju-san - thirteen
ju-shi - fourteen
ju-go - fifteen
ju-roku - sixteen
ju-shichi - seventeen
ju-hachi - eighteen
ju-ku - nineteen
niju - twenty
sanju- thirty
shiju - forty
goju - fifty
rokuju - sixty
shichiju - seventy
hachiju - eighty
kyuju - ninety
hyaku - one hundred

Konnichi wa - How-do-you-do
Ohayo gozaimasu - Good morning
Domo arigato - Thank you
Dozo - Please
San - Honorable
Sayonara - Good-bye
Hai - Yes
Iie - No
Sumi-masen - I'm sorry
Wakarimasu ka? - Do you understand?
Wakarimasu - I understand
Komban wa - Good evening
Ojosan - Girl
Bonchan - Boy
Do itashi mashite - You are welcome
Oyasumi nasai - Good night

Doubled consonants are to enunciated separately. The long vowels are indicated by a short line above the vowel. The long i is spelled out as ii. A long vowel is pronounced exactly as a short vowel, only it is given twice as much time in pronunciation. A clear differentiation should be made between the pronunciation of long and short vowels.

a like a in art; ai like ai in aisle; au like ow in cow; e like e in pen; ei like ei in vein; i like i in ink; iu like ew in fewer; o (short) like o in obey; o (long) like in hole; oi like oi in boil; ou like ou in though; u (short) like u in put; u (long) like u in rude; ue like ue in fluent.

Sea of Okhotsk
Sapporo
Hokkaido
Aomori
Hakodate
Sea of Japan
Sendai
Oki Islands
Kyoto
Nikko
Tsushima Islands
Pacific Ocean
Hiroshima
Kobe
Honshu
Mt. Fuji
Tokyo
Goto Islands
Yokohama
Shikoku
Osaka
Nara
Nagoya
Kamakura
Nagasaki
Kyushu

Map of Japan

Cumulating Activities

1. Have the students report on one of the following topics:

   How volcanoes are formed
   What causes earthquakes
   Types of Japanese poetry
   What the Japanese tea ceremony is like
   Flower arranging
   Bonsai - the art of growing miniature trees
   Commodore Matthew C. Perry
   Mount Fuji
   Hiroshima
   The Emperor of Japan
   Japanese pearls
   Japanese miniature flower gardens

   (For the average and above average student in grades 3,4,5.)

2. Have the students prepare a report on: Buddhism and how it was introduced to the Japanese, Shinto, Zen.

   (For above average students in grades 4 and 5.)

3. Have the students write a report on what they liked best about Japan.

   (For the slow learner student in any one of the three intermediate grades)

Final Exam

Part I: Numbers

Put the correct letter of the Japanese numbers in the second column in the blank in front of the English equivalent in the first column with which it belongs.

one a	a. ichi
two a	b. go
three f	c. ku
four i	d. shichi
five b	e. hachi
six j	f. san
seven d	g. ni
eight e	h. ju
nine c	i. shi
ten h	j. roku

Part II: True or False

Some of these statements are true. Some are false. Write "true" if the statement is true; write "false" if you think the statement is false.

1. The United States has played a large part in the affairs of Japan. True

2. The Japanese landscape is dull and monotonous. False
   There is a variety of landforms, paddy fields, and gardens.

3. Northern Japan has a humid continental climate much like that of Vermont. True

4. The Japanese learned to make pearls with machinery. False
   A particle of foreign matter is placed inside the shell by hand. Pearls form around the particles.

Part III: Multiple choice

Pick out the word or phrase that makes the statement correct and underline it.

1. The island of Honshu differs from the other islands of Japan in: a) being the home of the Ainus, b) having the largest cities, c) having the largest coal deposits, e) having the coolest climate

2. Ten to twelve acre farms with crops of hay, potatoes, and wheat would be found on: a) Hokkaido, b) Honshu, c) Kyushu, d) Shikoku

3. Farming is much like gardening in Japan because: a) considerable care is given to individual plants, b) so many flowers are grown, c) much farming is done in the hothouses, d) most farming is done in the evening.

4. The long coastline, ocean currents, and dense population help to explain Japan's importance in: a) hydroelectric power development, b) a large amount of level land and a small population, c) a large population and a small amount of land which is level, d) a large amount of trade with the other countries.

Part IV: Fill in the blanks

Fill in the blanks with the correct answer in the three columns.

Shogun	Bushido	Fujiyama
Shinto	Samurai	Honshu

1. Largest island of Japan Honshu
2. Ancient religion of Japan Shinto
3. Feudal courtesy rules Bushido
4. The nobles; feudal warriors Samurai
5. Beloved mountain Fujiyama
6. Emperor's military leader Shōgun

Exam for the above average student

Matching

Match the correct Japanese word of the second column by writing the letter in the blank in front of the English equivalent in the first column.

1.	Good morning q	a.	bonchan
2.	Good evening l	b.	ojosan
3.	Good-bye h	c.	daimyo
4.	Do you understand i	d.	kendo
5.	I understand j	e.	eta
6.	I do not understand r	f.	ryokan
7.	boy a	g.	ronin
8.	girl b	h.	sayonara
9.	untouchable e	i.	Wakarimasu ka?
10.	world famous female entertainer k	j.	Wakarimasu
11.	unemployed samurai g	k.	geisha
12.	Japanese fencing d	l.	komban wa
13.	feudal landowner c	m.	ninja
14.	assassin m	n.	koto
15.	thirteen-stringed musical instrument n	o.	karate
16.	three-stringed musical instrument resembling a banjo p	p.	samisen
17.	A kind of self-defense characterized by hand and foot blows o	q.	Ohayo gozaimasu
18.	Japanese inn f	r.	Wakarimasen